**Math**

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| **Teacher: Makris** | | | **Grade: K** | | | **Date(s)**: August 27th, 2012 |
| **Unit Title: Count numbers 0-30.** | | | | **Corresponding Unit Task: Task 1🡪** Students will count manipulatives. | | |
| **Essential Question(s):** What does a number represent? Why do we use numerals? How are numbers arranged? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  none | | **Student:**  none | | | **count** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. I never give up! I ask myself…does this make sense?  2. I know and can use Base Ten.  3. I can use the exact number or word.  4. I know the right tools to use.  5. I can solve a problem many ways.  6. I can explain my thinking and listen while others are explaining.  7. I can use math every day in many ways.  8. I can make and see patterns. | **Common Core State Standards:**  **K.CC.1-** Count to 100 by ones and tens. | | | | | |
| **I Can Statement(s):** I can count. | | | | | |
| **Activating Strategy/Hook:** Sing number rock. | | | | | |
| **Teacher Directed:** Introduce calendar, apples, days of the week. Introduce vocabulary, count, to recite numerals in order. Put count on WW. | | | | | |
| **Guided Practice:** Students help count different things in the room. Boys, girls, doors, tables, etc. | | | | | |
| **Independent Practice:** Students turn to a partner and tell them what the word count means. | | | | | |
| **Closing/Summarizing Strategy:** Review vocabulary, count. See how many steps it takes to get back to you seat at the table. Share with the friends at your table. Predict how many giant steps or how many tiny steps. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Ask students to rote count as high as they can. | | | * Use hundreds chart with numbers so students can count as they color. * Use numeral cards | | | * Model the task multiple times * Teacher begins counting and allows student to pick up * Use intervention strategies when appropriate. |
| **Assessment(s):** Teacher will listen to students count steps back to their seats and have students share with their table how many steps they took. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |